

Molloy College
Division of Education

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EDU 5090
Grade:2 Topic: Communities

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Content Area: Social Studies

INSTRUCTIONAL OBJECTIVES (s) (*Lesson Objective(s))**

After the teacher reads aloud *The Little House* by Virginia Lee Burton, students will be able to identify the differences between rural, urban and suburban communities and determine which type of community they live in by completing the teacher created organizer. Students must include at least three correct qualities for each community and form an opinion based on sound evidence for the question on the bottom of the worksheet (Where does the house think is the best place to live? Do you agree? Explain your answer.).

NYS-CCLS / +NYS STANDARDS AND INDICATORS

New York State Social Studies Standards

Key Idea: Individual Development and Cultural Identity 2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.

Key Concept: 2.1a An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes.

2.1b Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.

2.1c Rural communities are characterized by large expanses of open land and significantly lower populations than urban or suburban areas.

2.1d Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live. By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term “population density” and how it applies to different communities.

Indicator: This will be evident when students compare characteristics of rural, suburban and urban communities to come to a decision on the question asking which community they live in and provide sound evidence to support their decision.

Common Core ELA Standards

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

*Indicator: This will be evident when students include details from *The Little House* to identify characteristics of rural, urban and suburban communities to draw a conclusion as to which community is the community they live in and which community House thinks is the best to live in.*

Comprehension and Collaboration

1. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

*Indicator: This will be evident when students can decipher the different types of communities after they learn about rural, suburban and urban communities via multiple learning styles such as auditory learning from *The Little House* read aloud, visually from illustrations in *The Little House*, and orally via the teacher initiated class conversations throughout the read aloud.*

2. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

*Indicator: This will be evident when students write and support a claim to the question "Where does the house think is the best place to live? Do you agree? Explain your opinion." using valid reasoning and relevant and sufficient evidence from the story *The Little House*.*

Social Studies Practices: Habits of Mind

A. Gathering, Interpreting, and using Evidence

5. Identify implicit ideas to draw inference, with support.

*Indicator: This will be evident when students recognize and effectively select credible evidence in *The Little House* to write arguments to support their claims.*

NCSS C3 Inquiry Arc

Dimension 2: Students will apply disciplinary concepts by listening attentively to their peers.

D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.

Indicator: This will be evident when students participate in a class discussion during the read aloud about the differences in the three types of communities and when students share with the class which community they believe is best to live in. Students as a class will discuss and decide as a group, which community they live in. Students will also listen to the opinions of their peers as they share with the class what they think is the best community to live in and why they think so.

Dimension 4: Students will communicate conclusions and construct an argument with reasons.

D4.1.K-2. Construct an argument with reasons.

*Indicator: This will be evident when students work collaboratively to conclude what characteristics make up rural, suburban, and urban communities. They then will conclude their opinion on which community is the best using details from *The Little House* and will present share their opinion with the class.*

INSTRUCTIONAL RESOURCES

SMARTboard or whiteboard and markers

Communities vocabulary

The Little House by Virginia Lee Burton

Tri- Organizer created by Tricia Shanagan

MOTIVATION (*Engaging the learner(s))**

Students will be shown a picture from CSI and told that they are going to be detectives today. Their mission today is to solve a mystery “Are Mexicans are happier than Americans?”

DEVELOPMENTAL PROCEDURES

(including Key Questions)

Aim: What is the difference between rural, urban and suburban communities?

In this lesson, the teacher will read aloud *The Little House*, and students will be able to identify the differences between rural, urban and suburban communities.

Students will be asked to come to the floor. (*Think about the places you have been. Have they been exactly the same? Have you been anywhere that is EXTREMELY different than where you live? Or perhaps you visited a place and it was not what you expected it to be? Maybe you thought you would like visiting New York City but instead you found it to be filthy and ended up hating it! Or maybe you thought you would hate the country but you ended up going skiing and loved it! Can you describe these places?*)

Teacher will write the word community on the board. (*Can anyone tell me what this word means?*)

Teacher will write the student provided description of community on the board. *(Can anyone tell us any different types of communities? Has anyone heard of rural, suburban or urban before?)*

Teacher will direct students she is going to hand out a tri-organizer of three different communities mentioned in the book she is about to read. Students are to fill in facts, observations, descriptions in the organizer as the teacher reads the story.

While the teacher reads the story she will stop throughout the book to spark thinking for students and to keep students engaged. *(What do you see on this page? How would you describe where the house lives? Would you consider this an urban, rural or suburban community? What do you think the house enjoys about living in this community? What do you think it smells like in this community? Do you think you would like to live in this community? What is something you noticed about the last community and the new community? Do you think the house is happy? What kind of community do we live in? Why do you think we live in that community? Which community do you think you would prefer to live in?)*

After the book is read, while at the floor, students will review what makes up rural, suburban and urban communities.

The students will be given a moment to decide as a group which community they think we live in with evidence to back up their answer.

Students will be given a minute to think individually which community they think is best.

(Which community is best? Why do you think so?)

Students will share their answers and then will return to their seats to work on the last question of the worksheet individually.

INSTRUCTIONAL STRATEGIES *(Learning Strategies*)*

Collaboration

Indicator: This will be evident when students work together to determine which community they live in.

Discussion

Indicator: This will be evident when students discuss with each other the evidence presented in the history mystery.

ADAPTATIONS *(Exceptionality*)*

The student who struggles to stay focused will be seated near the teacher during the read aloud.

The student who struggles with spelling and/ or writing will sit with the TA (if available) who will use a mini white board and marker to scribe the student's responses to copy, or record his answer.

DIFFERENTIATION OF INSTRUCTION

Auditory Learners:

In order to adapt for the auditory learners, they will be able to listen to the teacher as they read *The Little House*. They will also be able to listen to their peers during discussion.

Visual Learners:

The visual learners will be able to visually look at the illustrations in *The Little House*. The students will be able to use the given graphic organizer to organize their thoughts of suburban, urban and rural communities which includes illustrations from *The Little House* for students to reference.

ASSESSMENT (*artifacts* and assessment [formal & informal])**

Teacher will assess students organizer.

Teacher will assess students understanding of types of communities through discussion.

INDEPENDENT PRACTICE

Students will independently answer the question on the organizer ‘Where does the house think is the best place to live? Do you agree? Explain your opinion.’

FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention

For the students who struggled during the lesson, the teacher will work with them on determining the difference between rural, suburban and urban communities. The students will be given photo examples of a rural, suburban and urban communities.

Academic Enrichment

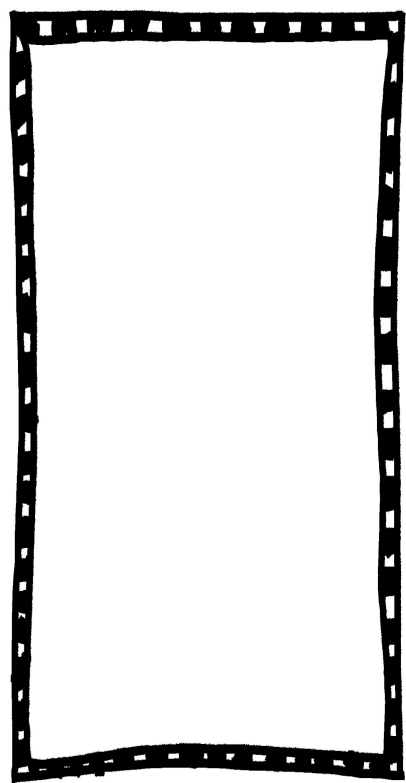
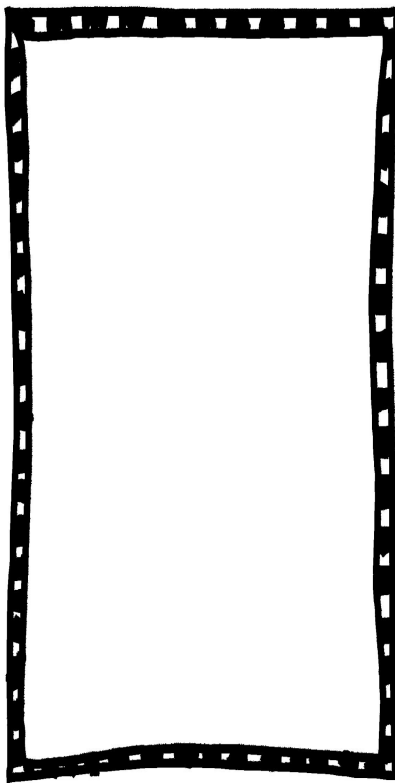
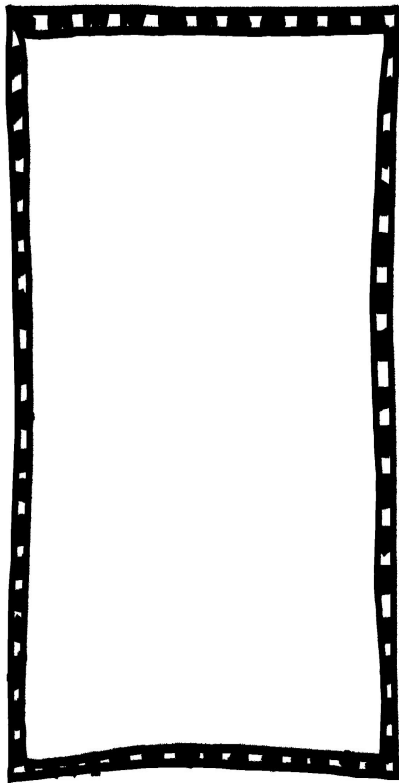
In order to further the lesson, for the students who excelled during the lesson, they will be challenged to research a specific rural, urban or suburban community such as New York City, Rockville Centre or Montauk. Students will research the community of their choice and will record ten facts they find interesting in their Social Studies notebook.

REFERENCES

Burton, V. L. (1978). *The Little House*. Logan, IA: Turtleback Books.

Name: _____ Date: _____

The Little House Communities



Where does the house think is the best place to live? Do you agree? Explain your opinion.
